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ABSTRACT

The "Institute for Change," a proposed modular training project to improve the quality of educational services to linguistic minorities in special education, was pilot tested with 12 college trainees. Nine modules were delivered in 60 hours of training, with individual training plans developed (samples are included). The project forms the basis of a 3 year effort to train college faculty in understanding bilingual/bicultural issues in special education. The 3 year institute involves modular training, a local school and college practicum, and an integrating seminar. (CL)

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THE INSTITUTE FOR CHANGE

by

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Paper Presented at the Council for Exceptional Children's Conference on the Exceptional Bilingual Child, February 18-20, New Orleans, Louisiana, 1981

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THE INSTITUTE FOR CHANGE

The major purpose of the "Institute for Change" is to improve the quality of services to linguistic minorities. It is the belief of the faculty participants involved in the Institute that the quality of services linguistic minority students receive are contingent upon colleges undergoing significant institutional change needed to address the issues of equal access and due process for minorities in special education. The primary need, therefore, which the "Institute for Change" proposes to meet is the training of college faculty in understanding bilingual/ bicultural issues as they relate to special education.

In today's workshop, I intend to describe not only the one year pilot presently being implemented at Regis College, Weston, Massachusetts, but, also to present the comprehensive three year "Institute for Change" proposed to the Division of Personnel Training, Office of Special Education. The one year pilot involves piloting Modular Training with fourteen special and regular education faculty members from area colleges. The proposed three year "Institute" involves modular training of faculty and an extensive local school and college practicum component necessary to implement needed institutional change. The following are the three major objectives of the one year pilot institute.

PROJECT OBJECTIVES FOR ONE YEAR PILOT

By the end of a 60 hour training session, 12 college trainees in the field of special education, with certified special education graduate programs will develop competencies in

1. understanding and becoming sensitized to pertinent issues in hispanic life styles and values
   (a) determining the impact that these factors have on the functioning of a Hispanic student in the American school system.
   (b) determining the impact that these factors have on Hispanic parent participation in the American school system.
2. developing models to help bridge the gap between bilingual and special education at the elementary and secondary level which address the following issues:
   (a) developing alternatives in behavioral management techniques that take into account cultural and language variations.
   (b) developing assessment models that take into account, cultural and language variations to avoid cultural bias and stereotyping.
   (c) understanding the impact of the multiple roles of a bilingual special needs teacher on caseloads and the implications of the many restrictions on fulfilling the demands of these roles that extend beyond the classroom.
   (d) understanding the laws and their educational implications concerning services for the Hispanic population.
   (e) understanding differences in language development patterns between monolingual and bilingual speakers and their implication on learning.
   (f) becoming knowledgeable of resources for instructional materials, emphasizing development and adaptation of bilingual materials for bilingual students with special needs.
   (g) developing strategies to include linguistic and cultural variations in the development of appropriate individual educational plans.
   (h) developing strategies to communicate and consult with bilingual parents of special need students.
   (i) developing strategies which effectively bring about change in school systems.
3. The trainees will demonstrate achieved competency by effectively designing and delivering in-service training to non-Hispanic and Hispanic school personnel servicing Hispanic special education students in a particular school with a large minority population. These workshops will be evaluated by Hispanic and non-Hispanic school personnel and students.

These objectives primarily involved faculty from Fitchburg State College, Tufts University, Bridgewater State College, Northeastern, and the University of Massachusetts.

MODULAR TRAINING

The following modules were developed and delivered. Later they were evaluated by program participants.

Modules I: Issues in Hispanic and other Linguistic Minority Lifestyles and Values

II. Language Development Patterns in Bilingual Speakers and Implications of these Patterns on Learning.

III. Nondiscriminatory Assessment Modules.

IV. Multicultural Classroom Management

V. Linguistically and Culturally Appropriate Individual Educational Plans

VI. Strategies for Effectively Communicating with Minority Parents of Special Education Students

VII. Legal Issues in Minority Special Education

VIII. Understanding the Multiple Roles of Bilingual Special Education Teachers

IX. Utilizing Local, State & National Resources and Materials in Bilingual Special Edcuation

Prior to attending the 60 hours of theoretical modular training, each faculty participant was asked to develop with the help of Project Director his/her own Individual Training Plan (ITP). The following guidelines were established and examples of typical ITP's included.

INDIVIDUAL TRAINING PLAN GUIDELINES

A. Goal setting:

* The plan should contain from three to five goals.
* Each goal should focus on at least one of the training modules in relation to at least one of the following:

a) your field of expertise (i.e. diagnostic prescriptive teaching
b) your work (i.e. restructuring of a course you are currently teaching)
c) your role in an educational institution (i.e. as a practicum supervisor you want to establish guidelines for bilingual teachers who would like to enter a certification program but who currently are not working in a resource room setting):
d) the relation between your college and the school districts which are requesting assistance with respect to multicultural special education issues (i.e., a school district is relying heavily on bilingual aids working with monolingual special education teachers and you believe your college could provide a meaningful and supportive training program for the aids but you don't know where to begin):
e) your involvement in educational policy making i.e., you believe that Lau guidelines are being misunderstood and improperly applied resulting in misplacement of kids who need LAU plans in special education and you want to alert state bureaucracy to this issue and force some action regarding this problem):
f) the relation between your college and a community/service agency i.e., you want to tap the potential of a community based adult learning center to provide parent advocacy training and you want to support this effort with your college resources):
g) your research and/or doctoral work (i.e. you are currently writing a thesis or a publication and you want to address one or more issues we are dealing with here but in greater depth):
h) your role as an independent consultant and/or staff development specialists and/or program development specialist (i.e. you work privately as an independent consultant and you want to become more effective through increased communication, collaboration and linkage with other consultants doing similar work):
i) other roles

* Each goal should provide an overall statement of direction for your involvement in the institute. All of us individually and collectively will be involved in the modular training. What we do with the training, how we integrate it with our work, our commitments, our personal and professional growth is entirely up to the individual participants, and goal setting is an important tool and process by which we can deepen our commitments and make the institute more relevant to our immediate concerns.

* Goals should be attainable within a period of approximately one year. For example, it is realistic for me to expect to be able to lay groundwork for parent advocacy training with a community service agency and a school

Goal setting, continued:

district but it is probably unrealistic for me to expect to deliver such training myself unless I am already doing something like this.

* goals should be prioritized.

B. Current status with respect to goal achievement (where you are at right now):

* With respect to each goal, you will need to clarify for yourself your current status/standing/performance/etc., i.e. I have been teaching the IEP course for two semesters and have made a conscious effort to introduce the concept of bicognitive education to my students. I've redesigned my syllabus and have researched the field but I find that my students are still experiencing great difficulties with the application of this concept to actual programming for students. This is my current status with respect to a goal I have set for myself to restructure a course I am teaching based on the module which deals with bicognitive education and sociolinguistic research.

* Your statement of current status should be relatively brief and should be self-explanatory, i.e. another participant in the Institute should be able to understand it.

C. Action plan (how you intend to go about achieving your goals):

* This will probably be the hardest part of the ITP to figure out and you may need individual consultation and/or group discussion, and/or more time to figure this out.

* An action plan is essentially a break-out of the steps you think you need to follow in order to reach your goal.

* To the maximum degree possible, an action plan should be based on activities which you are already involved in and should only involve a few extra activities.

* Enclosed please find a "laundry list" of the kinds of activities which may help you accomplish your goal.

D. Support systems (what you expect this institute to provide which will enable you to better achieve your goals and which you currently do not have):

* With respect to each goal, state what you need from either the facilitators or the participants in the Institute.

* Examples of supports:
    * individual consultation
    * library of materials not available at the college where you work
    * assistance with research design
    * linkage with consultants working in the field
    * assistance with minority recruitment
    * assistance with grant writing
    * referral to other resource people
    * introduction to grass roots folks working in the community service agencies
    * linkage/connection with people from other countries

* assistance with screening and hiring of consultant
* feedback on your written work
* feedback on your course design
* evaluation (informal) of your licenseship program
* personal support and/or professional support in dealing with your college
* materials to use in your courses

E. Products (what you expect to be able to share with Institute participants) and tentative timeline (when you expect to be able to share the products):
*With respect to each goal, what "product" do you anticipate you will be able to share with the participants and facilitators of the institute? (This could be something you already have available to you as a resource and you think others might benefit).

*Examples of products:

* course syllabus
* program design
* grant proposal
* resource directory
* bibliography of materials
* a presentation
* an article
* a research outline or research results
* an inservice plan and evaluation
* materials you have developed for your students

etc. etc. etc.

*tentative timeline (month you think your product will be ready for sharing).

F. Constraints/Limitations/Considerations (factors which you anticipate will impede and/or hamper goal accomplishment):

*Please share any information which you think the Institute facilitators and participants should have in order to understand your situation better and be able to lend assistance.

INDIVIDUAL TRAINING PLAN

(Sample)

#2 Current Status with respect to goals:

#3 Establishment of an Action Plan:
#2 Two required courses are offered at Fitchburg State College which I teach, Speech and Language Development and Teaching Children with Moderate Special Needs.

#3 GOAL I

Teaching Children with Moderate Special Needs.

a. Prepare a bibliography of required readings comparing cultures of children in the populations worked with.

Puerto Rican
Vietnamese

b. Contact guest speakers to address current issues facing families in the area and possible school solutions.

c. Assign observation of teaching strategies in Bilingual classrooms.

GOAL 2, 3, 4

Speech and Language Development

a. Prepare a Bibliography in Bilingual Education

b. Assign small group projects to address:
(1) History and Overview of Bilingual Education
(2) Spanish sound system and how differences affect English

phonology
morphology
syntax

(3) Vietnamese sound system and how differences affect

phonology
morphology
syntax

(4) Teaching strategies for Language Development

(5) Teaching the Language Different Child to Read

c. Prepare a list of assessment devices to measure:

cognitive ability
perceptual development
auditory discrimination
grammatic understanding
sound blending
visual discrimination

Vocabulary development
receptive
expressive

d. Demonstrate the use of the tests.

e. Assign observation of teaching strategies in a bilingual elementary classroom and in a bilingual/special needs classroom.

#4 Clarification of Support Systems.

Needs:

a. Bibliographies of Materials and Tests

b. Consultants and Teachers

Hispanic
Indochinese

c. Community Service Agencies

#5 Anticipated Products and tentative Timelines

a. Materials prepared by students for group projects

b. Assessment Devices utilized - critically evaluated

INDIVIDUAL TRAINING PLAN (Sample II)

GOALS	CLARIFICATION OF CURRENT STATUS	ESTABLISHMENT OF ACTION PLA
I. To organize and present at least two inservice workshops to District Six teachers in Boston(Roxbury, South Boston, Dorchester) by June 1st. Possible topics-Cultural Awareness in the Classroom, Management Techniques in a Multicultural Setting, Nondiscriminatory Assessment	I. Needs assessment completed by teachers identified mainstreaming special needs children and behavior management techniques as district priorities for inservice training.	I. Meet with District Superintendent and 766 Coordinator to arrange inservice time, funding and have topics O. K.ed. 2. Search out appropriate consultant 3. Design and implement workshops in conjunction with identified consultants.
2. To modify sections of a course entitled Diagnosis and Teaching Methodologies for Children with Learning Difficulties to include relevant issues such as cultural awareness and nondiscriminatory assessment	2. Presently only a small section of the course addresses multicultural issues.	Reschedule on-campus time to include library time to research given bibliographies of materials and resources for course adaptation.
3. To arrange at least one training workshop for District VI monolingual and bilingual parents which would focus on parents rights in regards to special and bilingual education	3. A tentative schedule of topics and dates has been arranged but not publicized.	1. Meet with CPAC to revise the agenda of training workshops. 2. Identify school personnel willing t work on the project. 3. Design and implement workshops i conjunction with identified persons 4. Plan for '81-'82 program.
4. To disseminate materials and resources to UMass colleagues and District VI Department Directors	The Institute for Learning and Teaching at UMass/Boston has, as a group, identified the area of multicultural education and has scheduled monthly meetings for presentations.	I. Meet and distribute handouts from the Institute on a monthly basis.

Support Systems Institute Will Provide	Anticipated Products-Tentative Timelines	Constraints/ Limitations/Considera
1. Bibliographies of materials and resources. -linkage with consultants working in the field.	1. An Inservice Program design that will begin to meet the needs of participating teachers. February to June '81.	1. Contingent on the approval of area Superintendent, District 766, and Bilingual coordinators.
2. Bibliographies of materials and resources.	2. Adapted Course Syllabus- a course that meets the needs of participating undergraduates and graduate teachers(most of UMass/Boston teach in the Boston City or other urban school systems.) By June '81	2. Presently none.
3. None	3. Organization of District VI- UMass parent training series for '81-82. -dissemation of materials. By June '81	3. Contingent on approval of CPAC Advisory Committee

INSTRUCTIONAL PROGRAM FOR THREE YEAR INSTITUTE FOR CHANGE

1) Methodology

The Instructional program in the "Institute for Change" consists of four major components: theoretical modular training, a local educational agency practicum experience, a college practicum experience, and an integrative seminar. (See Institute for Change Instructional Design p. 14). For each of the three years, the faculty trainees will complete three modules, the correlated local school or agency practicum, the college practicum, and the integrative seminar. (See Overview of Instructional Program p. 15).

Prior to initiating any of the components, each faculty trainee with the assistance of the project staff will undergo a diagnostic prescriptive assessment. Each trainee will analyze his/her particular areas of expertise, background in bilingual/bicultural issues and favored learning style. In addition, for each of the tasks specified in the college component, the trainee will evaluate what he/she has done in that area and develop objectives from a multicultural perspective for self improvement for achieving that goal. Once these assessments are completed, each trainee, with the help of the Project Director and part-time staff will develop an individual training plan (ITP) to accomplish each of the components developed in the "Institute for Change". Techniques such as individual and school case studies, role playing, group problem solving and onsight local school, agency and college practicum will be utilized.

2) Modular Training

The training modules to be used for each trainee in the Modular Training are presently being developed in a one year pilot program (80-81). These Modules will be adapted versions of the completed courses already developed and taught at Regis in their bilingual generic special education graduate pilot program.

3) Local Educational Agency Practicum

Each faculty trainee will spend 24 hours or an equivalent of 4 days in Local Educational Agency Practicum experiences that directly correlate with each Module. Each faculty member with the help of the Project Staff will test out the theory he/she has learned in that particular Module and conduct appropriate research. For example, in conjunction with Module III on the Development of Assessment Models, the faculty trainee may select to research in a particular local school the degree to which assessment instruments are in fact biased. A second activity may be to conduct a local school needs assessment in the area of multicultural special education in the area of programming and personnel. A third activity may be to conduct a needs inventory in order to ascertain teacher needs and determine strategies for college personnel to meet those needs.

In addition to selecting the activity, the trainee will select his own methodology to arrive at that activity. For example, a trainee may select a practicum experience that involves working directly with a bilingual special education teacher in a particular building or working with a bilingual social worker in a mental health agency. On the other hand, a trainee may choose to participate in a bilingual and special education Parent Advisory Council Meeting, or become an advocate for a particular linguistic minority student with special needs. Each module will be experienced in a practical way and applied in a practical manner and will involve a seminar to bridge both the theoretical and practical.

4) College Practicum

Each module is related to four days of the college practicum. The college practicum provides faculty trainees with the opportunity to practice one or more roles that are associated with the training objectives. The professors will practice these roles as they proceed to accomplish from a multicultural perspective the following tasks:

a) Review and evaluate a college program with regard to course syllabi, competencies, training techniques, practicum program, supervision and feedback, resources.

b) Redesign course(s) in their own subject area.

c) Assist colleague(s) in redesigning their own courses.

d) Access money in federal, state, and other sources for program development and training.

e) Develop interdepartmental network(s) in departments within own college.

f) Develop collaborative networks between colleges.

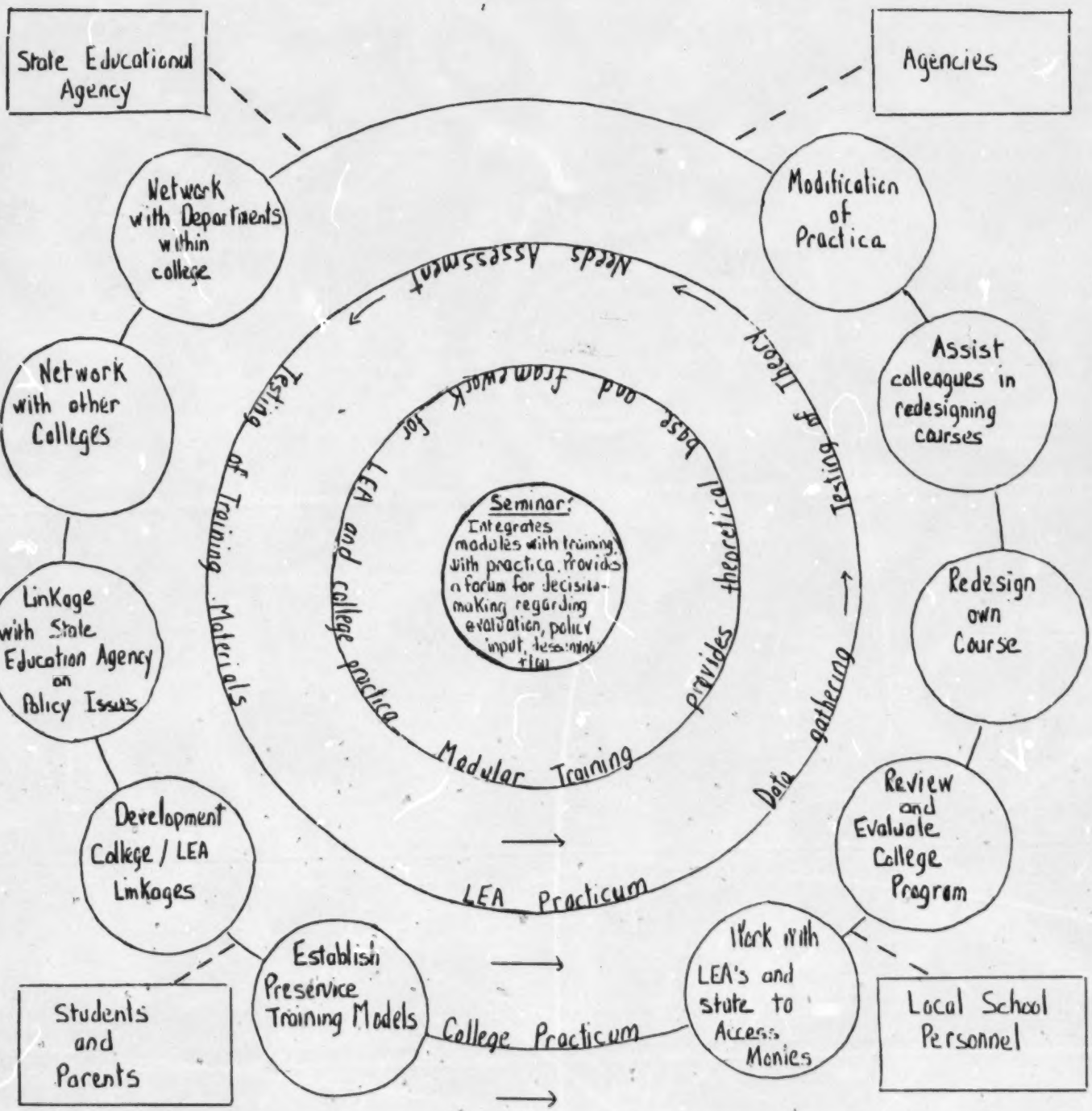
g) Develop and deliver a preservice course with a multicultural component.

h) Develop college-local school linkages for incorporating real needs and issues in college curricula and providing practicum sites for faculty and students.

i) Develop college-state department linkage for carrying out CSPD and accessing funding.

During the college practicum component phase, the Project Director and staff will work closely with the Deans and Directors of the participating colleges in order to effect the needed change. In addition, consultants with expertise in educational systems analysis will be hired to aide Project staff and faculty trainees in their roles as change agents.

e. Institute for Change Instructional Model


State Educational Agency
Agencies
Network with Departments within college
Modification of Practica
Network with other Colleges
Assist colleagues in redesigning courses
Linkage with State Education Agency on Policy Issues
Redesign own Course
Development College / LEA Linkages
Review and Evaluate College Program
Students and Parents
Establish Preservice Training Models
Work with LEA's and state to Access Monies
Local School Personnel
Needs Assessment
Testing of Theory
Training Materials
Data gathering
Base and framework for LEA and college practica
provides theoretical
Seminar: Integrates modules with training; with practica. Provides a forum for decision-making regarding evaluation, policy input, assessment
Modular Training
LEA Practicum
College Practicum

This training cycle remains the same for each module. The circular design represents the continuous aspect of the training process. All four training phases take place in the same time span on a continuous basis. Squares represent the groups impacted by the Institute for Change.

Overview of Instructional Program

Components	Each Year	Total for 3 yrs.
I Modules Each year faculty trainee will complete 3 of the 9 modules and demonstrate mastery of competencies relative to each Module through the following: Local Educational Agency Practicum College Practicum, and Integrating Seminar	3 Modules x 6 hours per Module = 18 hours	9 Modules x 6 hours per Module = 54 hours
II Local Educational Agency Practicum Each year the LEA practicum will be related to the three Modules selected by the trainee	12 days x 6 hours per day = 72 hours	36 days x 6 hours per day = 216 hours
III College Practicum Each year the faculty trainee will select tasks related to the three modules taught - i.e. trainee may select to evaluate program in relation to multicultural issues, design one course, aide one colleague in adapting his/her courses relative to multicultural special education	12 days x 6 hours per day = 72 hours	36 days x 6 hours per day = 216 hours
IV Integrating Seminar Each year the faculty trainee will participate in integrating seminars designed to bring together the module component and the LEA practicum and college practicum components	3 Seminars x 6 hours per seminar = 18 hours	9 Seminars x 6 hours per Seminar =54 hours
Total	180 hours per year = 30 days	540 hours for 3 years = 90 days

5) Integrative Seminars

The faculty trainees will participate in three six-hour integrative seminars per year. These seminars are designed to integrate the theoretical learnings from the modules with the practical components of the local and college practica. The seminars will consist of sharing of local practicum insights (ongoing log) and application of these learnings to accomplish the needed tasks on the college site. The faculty trainees will explore strategies for accomplishing tasks such as networking with other colleges in minority special education establishing preservice training models addressing multicultural special education and other issues. In addition, faculty trainees will be given the necessary assistance to perform in their new roles of evaluator, designer, consultant, advisor, and proposal writer.